# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary</td>
<td>3</td>
</tr>
<tr>
<td>Introduction</td>
<td>13</td>
</tr>
<tr>
<td>Goals &amp; Objectives</td>
<td></td>
</tr>
<tr>
<td>Planning Process</td>
<td></td>
</tr>
<tr>
<td>Observations</td>
<td>19</td>
</tr>
<tr>
<td>Location &amp; Context</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Natural Systems</td>
<td></td>
</tr>
<tr>
<td>Built Systems</td>
<td></td>
</tr>
<tr>
<td>Sustainability</td>
<td></td>
</tr>
<tr>
<td>Academic Plan</td>
<td>51</td>
</tr>
<tr>
<td>Vision Plan Program</td>
<td>59</td>
</tr>
<tr>
<td>Concept Development</td>
<td>65</td>
</tr>
<tr>
<td>Precinct Studies</td>
<td>73</td>
</tr>
<tr>
<td>Campus Vision Plan</td>
<td>85</td>
</tr>
<tr>
<td>Precinct Areas</td>
<td></td>
</tr>
<tr>
<td>Vision Plan Analysis</td>
<td></td>
</tr>
<tr>
<td>Phasing &amp; Implementation</td>
<td></td>
</tr>
<tr>
<td>Alternate Vision Plan</td>
<td></td>
</tr>
<tr>
<td>Appendix</td>
<td>131</td>
</tr>
<tr>
<td>Architectural Design Guidelines</td>
<td></td>
</tr>
<tr>
<td>Landscape Framework</td>
<td></td>
</tr>
<tr>
<td>Transportation &amp; Parking</td>
<td></td>
</tr>
<tr>
<td>Energy</td>
<td></td>
</tr>
<tr>
<td>Academic Plan</td>
<td></td>
</tr>
<tr>
<td>Hydrology</td>
<td></td>
</tr>
</tbody>
</table>
The Vision Plan for California State University Channel Islands (CI) is the culmination of many ideas generated through a rigorous planning process and represents the best thinking and efforts of many people who care deeply about the campus.

It is intended to be both a framework that will assist the university in developing strategically and cogently in both the short and long term horizon.

The Vision plan reflects the goals and objectives of the planning process. It accommodates the full programmatic goal of 15,000 students through the development of new academic space, housing, and indoor and outdoor student support space. Highlights include a new performing arts center and arena/recreation-wellness center along Ventura Street, the redevelopment of West Campus and the area around the Broome Library, and athletic/recreation fields. The more public spaces proposed on the campus not only provide much needed student space on campus but also help the campus engage and embrace the larger community. While the Vision Plan calls for almost 1,400,000 GSF of new construction, it also proposes the renovation of over 200,000 GSF of the original campus core. By successfully integrating the renovation of the original buildings with newer, more efficient buildings, the Vision Plan reflects the character and intimacy of the core campus.

The Vision Plan strives to transform the entire campus into open, collaborative environments to promote integrative and innovative learning. This is accomplished through embracing the original “dayrooms” that create informal learning and gathering spaces with strong indoor/outdoor relationships to the courtyards, both existing and proposed.

The university’s picturesque setting is unlike any other collegiate campus in the world and is a place of high-quality architectural character and intimate scale. The Vision Plan expresses the cultural heritage of the site and area by protecting and restoring the original campus quads and limiting building height to preserve a sense of its origins, physical beauty, and views of the surrounding landscape. The Vision Plan also respects the Board of Trustees’ desire to maintain the existing architectural character throughout the campus.

Finally, one of the more important aspects of the Vision Plan is its commitment to sustainability. Through various transportation demand management strategies, such as an improved shuttle system, CI is committed to reducing its parking ratio on campus. The Vision Plan also proposes climate-specific native planting and landscape irrigation using reclaimed water. The installation of solar panel canopies in parking areas, reducing heat island effect through landscape and shade trees, and filtering stormwater runoff from impervious surfaces through landscaping or permeable paving help create a sustainable 21st century campus.
Executive Summary

Existing Buildings

Existing Campus
- Existing Buildings

Proposed Vision Plan
- Existing Buildings
- Proposed Buildings
Existing view looking west
Proposed view looking west
Proposed view looking southwest
Proposed view looking south from campus entry
California State University Channel Islands (CI), the newest campus within the California State University System, began offering classes in 2002 and has since grown to an enrollment of more than 3,300 students. According to state system directives, the campus is ultimately intended to grow to 15,000 students.

To prepare for CI’s opening, plans were developed to guide decision-making pertaining to renovation and new construction of buildings on the campus. However, the university has reached the point at which a more detailed and nuanced Vision Plan is needed for it to develop strategically and cogently in the future.

Goals and Objectives
- Accommodate growth to 15,000 students (FTES)
- Enhance CI’s precepts of integrative and innovative
- Reflect the character and intimacy of the core campus
- Express the cultural heritage of the site and area
- Engage the larger community
- Embrace sustainability

Planning Process
CI’s planning process involved a wide range of participants, including faculty, staff and administrators, students, and community representatives. The Campus Vision Plan Steering Committee was shaped to inform and facilitate the process. This committee met throughout the planning process and was responsible for setting the overall direction of the Plan. The University President’s Cabinet provided strategic oversight throughout the process. At important points during the collaborative process, faculty, staff, administration, and students provided firsthand experience of the campus and assisted in developing and evaluating design options.

Groups
- President’s Executive Committee
- Campus Vision Plan Steering Committee
- Sustainability Task Force
- Student Focus Groups
- Housing and Student Life
- Athletics, Recreation, and Wellness
- Archives and Campus History
- Office of Planning and Construction
- Campus Police
Campus walks and interactive workshops with key stakeholders
The planning process was structured according to five phases of work as follows:

Observations
During the Observation Phase, the planning team analyzed the quantitative and qualitative aspects of the campus to gain overall insights into the specific needs, culture, philosophy, and setting of the campus so they would be reflected in the development of the Vision Plan.

Academic Planning and Programming
In a concurrent series of planning sessions, the Provost's Office, President's Cabinet, academic planning committees, Faculty Senate Executive Committee, students, faculty, administration, and staff participated in discussion and preparation of the Academic Plan. The goal of the Academic Plan was to ensure the mission, vision, and values of CI were reflected in the present and future academic structure of the university. Throughout the process, the academic planner and physical planning team collaborated to ensure that the Academic Plan influenced the programmatic and analytical progress of the Vision Plan.

Concept Development
The Concept Plan was built upon the precepts and information accumulated during the previous phases. Broad brush in its approach, the Concept Plan diagrammatically conveys the main ideas generated during the Observation Phase, ensuring the Campus Vision Plan remains true to these original recommendations throughout the planning process.

Precinct Studies
In order to test ideas and spatial organizations for specific areas of the campus, multiple design alternatives were developed during the Precinct Studies phase. Members of the campus community were engaged to review design suggestions, with attention given to functional relationships, site capacity, landscape framework, pedestrian and vehicular circulation, and parking. Schemes were drafted, shared, and revised with the campus community until consensus began to coalesce around two final alternatives.

Final Plan and Design Guidelines
The Final Plan is a refinement of the ideas generated in the previous phases. The final document suggests the strategies and communication tools CI can use to implement the plan. The Design Guidelines suggest broad recommendations to direct the design of future projects at CI. They sustain the Vision Plan’s intentions by preserving special qualities of the campus.
Distinct Spanish Mission Style architecture throughout the campus
Observations
The university’s picturesque setting is unlike any other collegiate campus in the world. Not only does it sit at the foothills of the beautiful Santa Monica Mountains to the east, but it is also surrounded for miles by flat, highly active, and productive agricultural fields and orchards immediately to the north, south, and west.

Location and Context

The CI campus is located in Camarillo, California, approximately 40 miles northwest of Los Angeles and 40 miles southeast of Santa Barbara, in Ventura County. Six miles inland from the Pacific Ocean, it sits on the Oxnard Plain along the western front of the Santa Monica Mountains. To the southwest, beyond the coastline, are the eight Channel Islands, the source of the university’s name. Four miles to the north is Interstate Highway 101 and five miles to the south is California Highway 1 along the Pacific coast. Downtown Camarillo is approximately four miles to the north of campus.

In addition to its proximity to the Santa Monica Mountains, the campus is bordered to the west by Round Mountain (elevation 500 feet above the campus elevation). Peanut Hill, in the middle of campus, has an elevation of 80 feet above the campus elevation.

The overall site, owned by the State of California, is a tract approximately 1,200 acres in size, although only a fourth of that land is designated for direct campus use. The northeast portion of the site is reserved for use as a regional recreational park. The eastern portion of campus includes University Glen, a residential community with a small town center. The buildable segments are described as Core, East, West, and North campuses and are the focus of this Vision Plan. The remainder of land consists of unbuildable parcels due to steep topography.
History
By the time Spanish explorers landed in California, the region and several of the Channel Islands had long been inhabited by native people known as the Chumash. Expert opinion differs, but it is likely that the Chumash occupied the area for more than 9,000 years, living primarily in several villages and seasonal communities. It is clear that this tribe was active on the site that is now the CI campus; for example, Round Mountain is considered sacred today as a result of its role in a Chumash summer solstice ceremony.

The Chumash were largely unaffected by the exploratory Spanish voyages by Juan Rodriguez Cabrillo in 1542 and Sebastian Vizcaino in 1602. This autonomy began to dissipate during the period between 1769 and 1823, as 21 Spanish missions were built in California. The mission closest to today’s CI campus was Mission Buenaventura.

Mission culture and European diseases dramatically changed the life of the Chumash. At the time of European contact, the Chumash had evolved into a commerce-oriented confederation. However, with the establishment of the missions came the beginnings of a European sense of land ownership. This investment became more tangible when Spain began assigning land grants in 1784. The authority to grant land shifted to Mexico in the early 1830s.

In 1836, Mexico made a land grant, newly titled Rancho Guadalasca, to a founding landowner named Ysabel Yorba. Rancho Guadalasca occupied an area of 30,594 acres and included what would become the site of the CI campus. At the time of the land grant, the ranch was used to raise cattle and horses and was managed by Yorba from Santa Barbara. Yorba built an adobe house on the Ranch in 1837, although its precise location has yet to be found.
In the late 1860s, Ysabel Yorba sold her ranch to investors, and by 1871 more than two-thirds of the land was owned by William Broome for use in growing citrus fruit and produce. The remaining parcel of approximately 8,200 acres was purchased by Joseph Lewis, also for agricultural use.

In 1932, the State of California purchased 1,760 acres of Lewis’ land for the new Camarillo State Hospital. Construction of the facility, which was conceived of as an agriculturally-based and largely self-sustaining community, began in 1934 and was completed by 1951. The north end of the hospital’s grounds was used for farm operations focused on harvesting vegetables, grain and fruit trees, and dairy production.

Beginning in the mid-1960s, the California State University System began actively seeking opportunities to open a campus in Ventura County. Ultimately, this effort would span three decades; by the mid-1990s, a Task Force commissioned by the governor was still looking for a site. However, this search would soon be over. By the 1990s, the board of Camarillo State Hospital was beginning to reevaluate its services due to a shrinking patient population and a declining budget. In 1996, the trajectories of the state hospital and the CSU system met, and the governor’s Task Force recommended the hospital site as the new home for the 23rd campus in the California State University system. After the hospital officially closed in the summer of 1997, the property was conveyed to the California State University. Renovation of the signature Bell Tower Building began the following year and the first classes on the new campus were held in the fall of 2002.
Natural Systems

Geology
The campus lies on the Oxnard Plain, a part of the larger Ventura Basin. The adjoining mountains are of volcanic material and the Plain is largely alluvial. The core of the academic campus sits in a small valley between Round Mountain and the southern flank of Conejo Mountain. The underlying soil of the academic campus is an alluvium of gravel, sand, and clay eroded from the adjoining slopes. Like the larger region, the hillsides are primarily volcanic in composition.

Topography
The entire 1,200-acre CSU tract has a broad range of elevations, with a mixture of relatively flat or gradually sloping land with counter points of steep-sided hills and mountains. In the southwestern portion of the tract, where the CI campus sits, the elevations range from approximately 30 feet above sea level to 70 feet above sea level, except for Round Mountain and Peanut Hill. The slope of the flatter land trends down from the northeast section of campus to the southwest. A variation on this topography is the promontory on the eastern part of campus where the prestigious Broome Library stands. There is a noticeable rise of approximately 10 feet from Camarillo Street to the Library, making it one of the prominent locations on campus.

Hydrology
The campus is part of the Calleguas Creek Watershed, which covers approximately 340 square miles in southwestern Ventura County. It ultimately drains to the ocean through Mugu Lagoon, one of the largest remaining coastal salt marshes in Southern California. Approximately half of the watershed land is undeveloped and the remaining area is split between agricultural and urban use. The upper portion of the watershed includes the cities of Thousand Oaks, Simi Valley, and Moorpark.

The Calleguas Creek Watershed is the subject of study by Ventura County, addressing issues that include water quality, loss of ecosystems, flooding, and erosion/sedimentation as part of its Watershed Protection District. A coalition of local property owners, water and wastewater agencies, environmental groups, agricultural parties, and government agencies have collaborated in developing the Calleguas Creek Watershed Management Plan.

Portions of Calleguas Creek run through and adjacent to campus. Once intermittent, it now has a constant flow as a result of urban development upstream. Long Grade Canyon Creek runs from the Santa Monica Mountains through the campus from east to west to join Calleguas Creek. Because of its location, CI plays an important role in the overall quality of the lower watershed.

Calleguas Creek is the primary source of flooding in the area. A FEMA-designated floodplain surrounds and includes portions of the campus to limit the kinds of uses possible in those areas. The designated floodplain includes all of North Campus and the agricultural land immediately adjacent to the southern edge of campus. The FEMA-designated areas and surrounding hills and mountains limit the portions of campus that are developable, resulting in a relatively well-defined site appropriate for campus growth.

Vegetation/Habitat
The coastal sage scrub habitat of Southern California can be seen in the hills and nearby mountains of campus. This natural environment is home to many diverse species of animals and plants, with many specific to just this region. The disturbed lower areas of the 1,200-acre site include some remnant or resurgent scrub and riparian communities as well as the urban landscape of University Glen and the campus core.

Surrounding the campus are high production agricultural fields and orchards as well as the foothill and mountain range extension of the coastal sage scrub habitat that is part of what is known as the Mediterranean biome. This
Observations

Topography and Floodplain
- Highest Point
- Lowest Point
- Flood Plain

Hydrology
- Flood Plain
- Calleguas Creek
- State-Owned Boundary
ecosystem is defined by mild winters, warm and dry summers, an adjacent cold ocean, related terrestrial plant, and animal communities and marine habitats. It is linked to only four other relatively small areas in the world with these Mediterranean conditions: the region bordering the Mediterranean Sea, central Chile, the Cape region of South Africa, and southwestern Australia. The CI campus is a beautiful representation of the biome and agricultural settings.

Climate
CI has an attractive, mild climate characterized by warm, dry summers and mild, rainy winters. Summer temperatures have average highs in the upper 70s (Fahrenheit degrees) and lows in the lower 60s, with frequent sunny days. Relatively short winters have average highs in the mid-60s and lows in the upper 40s.

Average evening relative humidity is 60 to 70 percent. Average rainfall is between 13 and 14 inches annually, primarily during the winter, but the campus usually has more than 300 days of sunshine a year.

Summer winds typically come from the west and winter has a mix of wind from the west and from the northeast. The average wind speed is 5.9 miles per hour, with little variation across the year. Occasionally, the campus will experience several days of Santa Ana winds. These unusually strong breezes bring hot, dry air from the northeast. Formed in autumn and early spring, the temperature of these extremely dry winds can be well into the 90-degree range. For the most part, the campus enjoys steady, mild ocean breezes.
Built Systems

Campus Boundaries

The boundaries of the campus were established by the purchase of 1,200 acres of land by the State of California in the 1930s. As part of the land transfer to the university, the northeastern segment of the site was established as a park for passive recreation and is known as the Regional Park. The plan for this area is being developed separately from the Campus Vision Plan.

The central segment of the site is East Campus, which includes University Glen, a residential and town center development. The land for University Glen was ground-leased for 99 years by a government agency, the California State University Channel Islands Site Authority, which is the developer of the residential community. The Site Authority allowed revenues generated from University Glen to be used to develop the CI campus. Phase One of University Glen consists of 658 housing units, along with the Town Center and other amenities. Future phases are in development.

The southwestern segment of the 1,200-acre site consists of the academic campus and is the focus of this Campus Vision Plan. This area comprises the buildable areas of the site, with Round Mountain to the west. An independent site for the Camrosa Water Reclamation Facility (waste water treatment plant) is located within the campus boundary between Round Mountain and North and West Campuses but is not controlled by the CI.

One off-site campus facility exists at Channel Islands Harbor in Oxnard. It supports the CI Waterfront Program that includes kayaking, sailing, windsurfing, and rowing.
Developable Area
The full, state-owned site is 1,200 acres, but the area available for the CI campus is far smaller. Subtracting Round Mountain, Peanut Hill, and the hillsides to the east of the University, the developable area consists of the campus core at 129 acres, West Campus at 22 acres, and North Campus at 154 acres for a total of 305 developable acres. The campus’ central power plant (CI Power) is located within the West Campus to the north of Peanut Hill and will remain in use for the long term.

Physical Environment
CI is a place of high-quality architectural character and intimate scale. The consistency of the Mission Revival and Spanish Colonial Revival architecture conveys a sense of age and personality in contrast to its youthful population.

The existing campus buildings and open spaces are organized into a simple configuration of two rectangles (the Quads) and an intermediate, high profile axis (the Mall). Within the two large, central enclosed Quads is a finer grain of one- to three-story buildings arranged around more intimate courtyards.

The campus core is the dominant area of academic activity. The Broome Library sits to the east on a small rise. To the west of the campus core is a mix of mostly flat and pitched roof structures for support, operations/maintenance, and a few academic activities. To the southwest is the concentration of student housing.

On campus, the four most visually significant buildings create markers on the Mall. The strong, new Broome Library and the original Powerhouse terminate each end of the Mall. The Bell Tower and University Hall, with their nine arches, define the irregular pedestrian cross-axis that aligns the North and South Quads.
View looking west towards Broome Library from the top of Peanut Hill
The two Quads, with their vast size and low enclosures, are spaces unique to CI. The low buildings that enclose them have long facades and arcades on the east and west sides. The perimeter of the South Quad is lined with a remarkable, almost-complete double row of sycamore trees. From these Quads, the peaks of the surrounding mountains are visible.

Vehicular Circulation

The CI campus is bordered by two major roadways, Lewis Road on the north and west, and Potrero Road on the south. The new major entrance to campus, University Drive, is located on Lewis Road and winds its way through North Campus alongside new parking and space for future recreational playfields to Santa Barbara Avenue.
Camarillo Street remains and connects at the northeast corner of the campus core at Camarillo Street and Santa Barbara Avenue. Public access is also available at the southwest corner of campus along Potrero Road. In addition to the three public entrances, a minor service road reserved for university vehicles connects Potrero Road to the Central Plant on campus.

Currently, the campus roads are united by a two-way loop road, which serves as the primary circulation system within the core of the campus. The curb-to-curb widths along the loop vary considerably. While the narrow width along portions of the loop result in low vehicular speeds, the roadway width is less than would normally be provided for two-way travel. This narrowness results in a tough turning radius for both cars and trucks. Los Angeles Avenue which previously tied the campus loop together in the middle of the campus core, has been renovated into a pedestrian mall that is closed to vehicular traffic. This pedestrian mall boulevard is divided by a wide grassy median with shade trees.

Rincon Drive and Chapel Drive form a loop around the eastern edge of the campus, where Broome Library and the adjacent mixed-use Town Center are located. San Luis Avenue is configured for one-way travel to facilitate the flow of traffic around the on-campus transit bus stop located there. Fillmore Street is a minor two-way service road that currently provides service access to Broome Library and to a small parking lot. Oxnard Street runs between Ventura Street and the external Potrero Road, providing one of the three entries to the campus.

One bus stop is situated on the campus. It is currently located midway along San Luis Avenue, north of Broome Library but has plans to be moved to Santa Barbara Avenue at the campus gateway in the future. The bus stop has limited amenities, including signage, lighting and benches, and provides no shelter. VISTA transit is operated by the Ventura County Transportation Commission (VCTC) and provides service to the campus via two routes, but the headways do not run close together. One route comes to campus every 30 minutes and the other every hour. Shuttle buses stop at the Camarillo Metrolink station, at Oxnard College, and at a transfer location near the Centerpoint Mall in Oxnard. Less than 5 percent of the CI population takes public transit to campus.

Parking

Parking on the CI campus is provided by numerous surface lots located throughout the campus. The surface lots that exist within the campus core distract from the beauty of the place. Approximately 2,100 parking spaces are available in these on-campus lots. On-street parking is available on most streets in the areas adjacent to the east side of campus, along Rincon Drive and the Chapel Drive loop. Use of these off-campus parking spaces is shared with residents, employees and patrons of businesses in the Town Center, and residents of University Glen. If you were to combine the total amount of surface parking that exists on campus, it would take up more than half of the existing campus core. The majority of people coming to campus drive alone, accounting for the 2010-2011 year parking supply ratio of the campus at 0.63 spaces per FTE student. The average ratio for CSU campuses is 0.38 spaces per FTES and CI’s considerably higher ratio is probably due to the University’s remote location and lack of multiple modes of public commuter transportation sources.

As the campus continues with beautification and building expansion, former campus core parking lots are being converted to pedestrian or building usage and parking is being replaced in the north campus lots with potential long term for 5000+ spaces north of the Long Grade Creek levee to handle the increasing student population.

Note: This report is based on Fall 2010 statistics. Future campus decision making should take into account the most recent parking and FTE numbers. More detail can be found in the Parking Appendix.
Pedestrian Circulation

The compact configuration of the campus promotes walking, as buildings are contained within reasonable walking distance from one another. A considerable number of east-to-west and north-to-south walking paths are provided; however, most of the pedestrians on campus use Los Angeles Avenue as the main east-west path, with a key focus of pedestrian traffic being at the intersection of Los Angeles Avenue and Camarillo Street. Other areas of pedestrian activity occur near student housing and the Student Union along Ventura Street, and in the areas around the perimeter parking lots along Ventura Street and Camarillo Street. Due to the relatively low level of existing activity on campus, pedestrian-vehicle conflicts in these areas are minor but may become more problematic as the...
campus expands. In its original use, the hospital campus was meant for isolation and containment. Therefore, pedestrian connections in and out of the two Quads are limited and confining gates and walls make it difficult to experience the beauty of these spaces.

Some bicycle use on campus occurs on the internal campus streets and pathways and on the streets within University Glen. While bicycles are permitted to travel on campus streets, there are currently no marked bicycle facilities within the campus except along the new access road. Bicycle lanes are present on the shoulders of Lewis Road, the primary regional access route to the campus, but they are not very wide and can be perceived as being very unsafe.
Gateways and Views

The campus has its roots in an inwardly focused design, stemming from its original use as a state mental health hospital. From Lewis Road, the campus is barely visible. The historical arrival on campus had been almost incidental, from Lewis Road along Camarillo Street, between the dramatic hillsides and the verdant agricultural fields and orchards. The new entrance drive into the North Campus creates a more notable arrival gateway at Lewis Road and at the face of North Quad. A minor gateway is present off Potrero Road on the southern edge of campus.

Views are an integral component of campus character and personality. The juxtaposition of mountains and agriculture with more distant ocean vistas sets CI apart from other campus settings and reinforces a philosophical connection to the earth. Significant views fall into three categories: those looking into the campus from an exterior vantage point, those directed from the campus to the landscape surrounding it, and views captured from one point on campus to another.

The primary views outside the campus are from Lewis Road, the Entry Drive, and the upper elevations of the Regional Park. The secondary short range view is from Potrero Road looking north. Significant views from the campus are those of the surrounding rugged hills. Several notable and defining views occur from within the campus to the mountains to the east and west as seen from South Quad, North Quad, the Mall, and Broome Library. The southern campus perimeter offers remarkable views to mountains and agricultural fields. From higher elevations, the Pacific Ocean and Channel Islands are visible.

Notable internal views are those of the Bell Tower as seen from the Mall, the Library, and South Quad, as well as those to the Library and Powerhouse as seen from within the Mall. These defining views are possible due to the vast open space, low-rise buildings, and spacing of trees on campus.

From Top: View looking west down Los Angeles Avenue towards the Powerhouse and Peanut Hill beyond; View of the Santa Monica Mountains beyond the bell tower; View of Round Mountain beyond University Hall; View of Round Mountain from Broome Library
**Campus Edges**

The public edges of the campus are not highly defined. A dirt access road and Lewis Road form the northwestern edge of North Campus. Potrero Road generally delineates the southern edge of campus, which is a mixture of parking lots and a recreation field. Ventura County’s Agricultural/Urban Buffer Policy, requiring a 150-foot setback from any property line adjacent to agricultural fields, mandates a buffer between buildings and potentially other uses along the southern edge of campus and Potrero Road. In addition to the setback, a double row of trees is required to help reduce human exposure to agricultural chemicals and protect the economic viability and long-term sustainability of the Ventura County agricultural industry.
The Camrosa Water Reclamation Plant, located near the western boundaries of the campus, utilizes an aerobic process to treat sanitary waste. As a result, there are periods when a strong and unpleasant odor drifts east and northeast from the plant. The University is encouraged by potential development plans for the plant by the City that will to modify the process in order to reduce the odor.

Architectural Character
The CI campus inherited a remarkable inventory of Mission Revival and Spanish Colonial Revival buildings from the state mental health hospital. Some of these historic structures, dating from the 1930s and 1940s, have been renovated for University use and some are unused and have yet to be renovated. In addition to this architectural fabric, the campus features buildings that have been constructed over the past decade. The majority of these new buildings are designed to mirror the existing revival styles of architecture on campus. One exception is the Broome Library, a state-of-the-art teaching, learning, and study space for the campus community, that is the one truly modern-style building on campus. Buildings outside the campus core are more utilitarian in style.

The original buildings of the campus core incorporate a series of brightly-lit day rooms. These spaces are often two stories in height with large sash windows and inset doors opening to the outside. Located in a fairly regularized pattern on the campus, they provide an unusual opportunity to create informal learning and gathering spaces with strong indoor/outdoor relationships to courtyards.

An unfortunate drawback of the beautiful, original buildings in the campus core is that they are narrow—not the best footprint for university-related uses such as classrooms. Built of poured-in-place concrete, the existing buildings are frequently and inflexibly too narrow and too low for functional teaching and lab space. After repurposing a number of the existing buildings over the past decade, the University has discovered their limitations.
and resistance to becoming the well-proportioned and
efficient spaces required of a 21st century campus.

Another challenge presented by the original buildings’
internal corridors is that they do not always align properly.
Buildings range in height from one to three levels so
that the floors of adjacent, connected structures often
do not align or are not contiguous from one structure to
the next. Because of this incongruity and changes in site
topography, a long connected corridor often shifts up and
down several feet, making it difficult to provide continuous,
barrier-free circulation.

The Vision Plan team reviewed the functional potential of
the existing buildings and their relationships to the Quads,
along with the likely growth patterns of the campus, to
create a preliminary plan for future building viability.
In addition to the narrow, original buildings within the
campus core, some buildings in other locations do not support the mission and goals of a 21st century campus. For example, many operations and maintenance buildings on the west side of campus are single level, irregular in shape, of poor quality construction, and do not make the highest and best use of land.

Building Height
The heights of buildings vary within the campus but all remain within the 60’ height limit mandated by the Board of Trustees. Most of the buildings within the campus core are two levels. North Hall, the newest building in North Quad is three levels. A few of the wings of buildings in the campus core are only one story. The Broome Library, a focal point of the campus, is three levels, along with Anacapa Village housing. The majority of buildings west of Ventura Street are one story buildings.
Observations

Building and Land Use
A variety of building and land uses make up the campus, representing a fairly even distribution of activities across the campus. The campus core consists of predominantly academic and administrative space. This pattern extends to the east of Camarillo Street, where the Library is located, along with additional academic/administrative space and a small student health center. Student housing is located in the southwestern portion of the campus with a recreation field sited beyond the residence halls. Space used by facilities (maintenance and operations) is largely contained in the area west of Ventura Street. However, this area also houses some academic space, a recreation center, and parking. A new student union with a food service venue is located in the South Quad, along the Mall.
Most of the un-used, un-renovated original buildings are located on the north end of North Quad and south end of South Quad, along with the wings of the library. The new entry road and wetland and riparian areas are located in North Campus. The building and land use patterns on the campus suggest a desired mix of academics, housing, student life and administration; however, maintenance and operations takes up a disproportionate amount of space on campus compared to other uses.

Open Space & Landscape
The CI campus is blessed with a beautiful and quintessentially California setting. From the new entry, the view to the campus from Lewis Road reveals a panorama of agriculture set against nature, establishing the setting’s real identity. The rich and productive agricultural plain, with an all year growing environment on prime agriculture soils, supports high value crops such as citrus orchards,
Observations

strawberries, and artichokes. The new road, flanked by new regional tree plantings, bridges the riparian habitat of Calleguas Creek, past these productive fields, to a broad view of the low campus buildings tucked into the scenic backdrop of the western extent of the Santa Monica Mountains. In the natural areas growing on slopes and among rock outcrops a great diversity of native plants thrive, including toyon, lemonade berry, and laurel sumac. These plants appear lush, but survive without irrigation. These mountains and agricultural fields buffer CI from the larger community, establishing the campus as a place apart. The campus, with its nearby ocean, beaches, and hiking, located halfway between the gateway to the semi-rural central coast and urban Los Angeles, offers diverse open space experiences.
This surrounding undeveloped open space serves as design inspiration and provides many opportunities to enhance environmental literacy. Native plant communities include riparian woodland, coastal sage, chaparral, and grasslands that serve as outdoor labs to learn about regional natural environments. Rocky outcrops with distinctive bright green and orange lichen inspire design ideas such as the selection of the furniture fabric colors in the library.

On campus, expansive courtyards and quads define the developed open space. Prior to the site’s establishment as a college campus, the landscape design emphasized visibility for security, with large open areas of lawn and aggressively trimmed shrubs. New landscapes soften this approach with the use of regionally adapted and native plants, placed to avoid the need for shaping and pruning.

*More detail can be found in the landscape Framework Appendix.*

**Infrastructure**

Two projects have significantly improved the campus infrastructure. A recently completed utility project added new electrical infrastructure and distribution capacity to campus. A new hot and chilled water distribution replaced the previous steam system to improve energy efficiency. Additional water, waste water, storm drain, reclaimed water, natural gas, and telecommunications/data capacity replaced 50 to 70-year-old systems to meet current needs and future enrollment growth, estimated at 15,000 students.

The second infrastructure project, within the North Campus, included the campus’ new entry road from Lewis Road and stormwater management improvements. It broadens Long Grade Canyon Creek with wetlands and riparian edges, builds a levee to meet 25-year flood levels, includes a 538 space parking lot, anticipates future parking, introduces native plant material, and provides space for future athletic fields.
The current campus consists of approximately 122 acres of developed land that drains water to three different outlets, each of which eventually flows to Calleguas Creek. Two outlets are located on the south side of the campus to the north of Potrero Road. These outlets convey water underneath Potrero Road so that it eventually outlets into the farmland south of Potrero Road. The stormwater then flows in irrigation ditches within the existing farmland until it reaches Calleguas Creek. The third outlet for site run-off is into a tributary of Calleguas Creek at the north side of the campus, just east of the entry along Camarillo Street.

The hydrological deficiencies on campus occur in three main areas. One is along Ventura Street, from Los Angeles Avenue north to Santa Barbara Avenue. The runoff ponds along Ventura Street and does not flow adequately into the storm drain inlets due to the undersized storm drain. Another deficiency is the detention pond to the west of the Chiller Plant. Because the outlet pipe for this pond is undersized, water often sits for days after a large storm event. The constraint faced by the University is that, to avoid negative downstream effects on surrounding properties, it cannot increase the rate or volume of water flow conveyed by the three existing drainage outlets. The third main deficiency is the drainage ditch along Potrero Road that crosses the road in a culvert and flows south into the farmland. The culvert is undersized for the quantity of flow in the ditch and results in roadway overflow during heavy rains and some runoff onto the neighboring agricultural fields.

More detail can be found in the Hydrology Appendix.
Co-Gen Plant on West Campus
Energy
The campus is currently served by two primary sources of electrical energy, the on-campus cogeneration (CoGen) Plant and Southern California Edison (SCE). The CoGen plant uses natural gas and produces both steam and electric power, used for heating, hot water, and the production of chilled water for cooling. The CoGen plant is located in West Campus on approximately 1.4 acres of land, plus the surrounding drainage area just northwest of Peanut Hill. The new Central Plant, completed in late 2010, includes two chillers, heat exchangers for conversion of incoming steam to hot water and various plant auxiliaries, such as pumps and cooling towers. Power distribution within the campus has been upgraded by the Campus Infrastructure Improvement Project completed in 2010. The infrastructure project included provision of new chilled water piping, new hot water piping systems and conversion from steam to hot water piping. The electrical part of the infrastructure project provided 12kV power distribution for more efficient and reliable delivery of electricity to buildings.

More detail can be found in the Energy Appendix.
Interior view of Broome Library
Sustainability

CI is committed to environmental sustainability as a charter participant in the Sustainability Tracking, Assessment & Rating System (STARS), developed by the Association for the Advancement of Sustainability in Higher Education (AASHE). The University has already achieved a STARS Silver rating (on a scale from Bronze to Platinum) in 2011 for its efforts to save energy and conserve natural resources. The campus’ initiative is supported by the statewide requirements of California’s Executive Order No. 987, which outlines energy and sustainability requirements for the CSU system. The Executive Order sets policy for energy conservation, sustainable building practices, and physical plant management for the California State University.

The CI Sustainability Task Force completed its first greenhouse gas inventory in 2011. The campus has also made notable progress in energy and water conservation. Over the past two years, it reduced its electricity consumption by 27 percent based on kWh per gross square foot and reached a recycle rate of 50 percent. The University is now actively working to reduce the use of potable water in restrooms, kitchens, and mechanical equipment. More climate-specific planting is being done and more than 97 percent of irrigation is accomplished with reclaimed water purchased from the Camrosa Water Reclamation Facility. CI has also saved 28 percent of its domestic water. In addition, the campus achieved 75 percent scores for sustainability related to both curriculum and research in the STARS system. In 2011, the CI Sustainability Task Force also established a new next-steps plan, focusing on five issues: transportation, strategic energy, recycling awareness, environmental literacy, and new building goals.

A sustainability workshop, fostering a partnership between the Vision Planning team and the Sustainability Task Force, outlined the following goals:

- Graduate all students with environmental literacy
- Make sustainability demonstrable on campus
- Minimize energy use; maximize renewable resources
- Minimize water use; demonstrate integrative approaches
- Limit impact of vehicles on campus and in region
- Evaluate the application of “cradle to cradle” on campus

The campus Vision Planning process is grounded in this commitment to sustainability.
The Academic Plan consists of four strategies that integrate Mission, Vision, Values, and General Strategies defined by the Strategic Plan of the University 2008-2013.

In concurrent planning sessions, the Provost’s Office, President’s Cabinet, academic planning committees, Faculty Senate Executive Committee, students, and other faculty, administration, and staff participated in discussion and development of the Academic Plan. This initiative was completed during the Observation Phase to provide program content and criteria for the Campus Vision Plan. The process proceeded through four steps, as follows:

1. Systematic review of documents describing the institution and its academic approach.
2. Interactive workshop attended by members of the groups previously mentioned, as well as others (see list below), to focus on five overarching questions about the institution (see questions below).
3. Plenary Session, with 40 representatives of the groups working in small teams, to address specific aspects of academic planning that were generated from the workshop.
4. On-campus wrap-up session for responses, comments, and critique of the emerging academic plan, followed by authorization of the resulting plan.

Throughout the process, the academic planner and Vision Planning team worked with the various University groups to guarantee the early Vision Plan analysis and programming were cross-fertilized. This collaboration also ensured that the Academic Plan directly influenced the attributes and future resources of the physical Vision Plan.

The Academic Plan consists of four strategies that integrate Mission, Vision, Values, and General Strategies defined by the Strategic Plan of the University 2008-2013, as follows:

1. **Encourage and support student-centered learning through teaching, inquiry, scholarly, creative, and co-curricular activities.**

   1. Programs will concentrate on enhancing current courses of study to promote depth in the discipline (programmatic strength).
   2. As the University is allowed to develop, additional tenure-track faculty committed to creative approaches to teaching and learning will be hired. An appropriate number of faculty will be hired to engage the number of students served and to provide opportunities for students to experience various points of view.
   3. Faculty development will be provided to introduce and train faculty to create hybrid/blended courses to assess and enhance student learning outcomes and provide expanded opportunities to serve a growing student population.
   4. Funding will be provided to encourage pilot courses for new models for the delivery of instruction.
   5. Cross-disciplinary and multi-use spaces will be designed to foster faculty/student interaction and team teaching.
   6. Specialized spaces will be designed to serve science programs that will enhance the Science, Technology, Engineering, and Mathematics (STEM) initiatives and promote research for undergraduate and graduate students.
   7. New and renovated structures will reflect the mission of the University (form to follow function).
   8. Wellness will be emphasized in coursework and in co-curricular opportunities, as well as in designing spaces to promote healthy lifestyles for students, faculty, and staff.
9. Research facilities will be designed to promote interdisciplinary initiatives.
10. Rehearsal/practice spaces will be developed for appropriate majors in theater and music.
11. Large spaces (500 people) will be designed to accommodate invited speakers and to host special events.

Foster community engagement with students and provide regional and global access to the University.

1. Needs assessments conducted with students and community representatives will determine the ways in which the University can be connected to the local community.
2. The University will be a model for environmental sustainability practices to share with the community.
3. Programs on the campus will be designed to meet community needs.
4. The University will work with the community to provide venues for events, lectures and conferences.
5. Programs providing non-credit, life-long learning opportunities for 1,000 participants will be expanded.
6. Study abroad will involve long- and short-term opportunities and be encouraged by all disciplines represented by the University.
7. Foreign students will be recruited to study at the University, particularly from countries in Asia and South America, but not limited to those nations. As intercollegiate athletics is developed, athletes will also be recruited worldwide.
8. Internships and externships will be developed for students in all majors and will be linked with the region and the world.
9. Bike paths to connect the University with the local community will be built.
10. The University will work with the community to extend and improve bus service to campus.

Continue developing innovative practices that enhance the quality and effectiveness of the University, including academic programs, student support services, business enterprises, and physical infrastructure. Additional majors will be developed that enhance existing programs and be guided by both the resources required as well as projected enrollments.

1. Faculty offices will be designed to preserve interdisciplinary interaction and mix tenured, tenure-track, and temporary faculty together with student affairs staff.
2. Administrative offices will be co-mingled with faculty and staff.
3. A child care center will be identified to serve faculty, staff, and student children, and to explore the possibility of a learning laboratory for the Early Childhood Program.
4. Flexible classroom space will be designed to fit cross-disciplinary programs, both indoors and outdoors, and have wireless capability and be laptop ready.
5. On-line communication will be developed for mentoring, tutoring, and advising.
6. The University will develop a streamlined pathway for integrating community college students into its programs.
7. The University will enhance a “one-stop shop” for students (admissions, financial aid, registration, cashiering, advising) which will be accessible for both residential and commuter students.
8. Learning communities will dominate the first-year experience and the Dolphin Interest Groups will result in increased retention and improved graduation rates.
9. Residential life will be enhanced (and increased to 30 percent of the student body) by:
a. Building “theme” housing and learning communities around common interests.
b. Developing housing that engages the campus core to encourage the mixing of academic and residential programs; housing will also reflect a variety of options.
c. Developing a faculty-in-residence (living and/or office space) program.
d. Identifying commuter space in residence halls and as well as a common space for study and recreational uses for commuters.

10. A wellness center will be designed to serve both intercollegiate athletics and the campus at large. It will include recreation, nutrition counseling, student health, and a variety of wellness programs.

11. As the intercollegiate athletics programs are developed, beginning with women’s soccer, facilities will be built to support these sports as they are added to University.

12. Intramural activities for non-athletes will be encouraged and spaces designed to accommodate that population.

13. The Office of Institutional Research will report semi-annually to the University community data related to retention, progression, and graduation rates and the factors influencing those outcomes.

Develop support for the University with the community and public and private funders through inclusive partnerships and programs that encourage others to feel part of the University.

1. A comprehensive campaign will be formulated to raise private dollars for need-based and merit-based scholarships, and support for designated spaces.
2. Partnerships with local and regional companies will be expanded for the purpose of fund-raising and externships for students.

3. Linkages with local PreK-12 schools will result in improved student success, i.e., graduation rates from high school, percentage of students going to college, and better test scores, particularly in math and science.

4. Nursing graduates will provide a steady stream of qualified nurses to local and regional hospitals.

5. Students majoring in the sciences will qualify for advanced degrees in biology, chemistry and engineering, medicine, and dentistry.

6. The University will expand the Advancement function to identify potential dollars for the development of some aspects of the Vision Plan.

7. The University will increase grant applications from the federal government, state government, and private foundations and corporations to enhance academic and student support programs.
Academic Plan

Academic Plan and Vision Plan Incorporation

The following Academic Plan attributes were translated into the application of the Vision Plan in the following ways:

1. Integrative
   - No departmental icons
   - Discipline-integrated faculty offices
   - Greater building transparency to reveal diverse activity

2. Innovative
   - Greater recognition of University programs through visual transparency of buildings
   - Visible display of campus innovations
   - Unusual juxtaposition of disciplines on campus

3. Living/Learning
   - Residence halls configured for living/learning opportunities
   - Student housing juxtaposed with academic uses

4. College Immersion
   - Residential goal of 30 percent full-time equivalent students living on campus
   - Larger venue for on-campus events
   - Greater recreational opportunities for sports teams

5. Hybrid Learning
   - Adjust projected space needs for academic buildings
   - Facilitate stronger class collaboration and engagement

6. Experiential Learning
   - Introduce more specific outdoor areas designed for experiential learning
   - Distribute experiential learning settings in buildings

7. Interactive Wellness
   - Integrate wellness with physical activities, health center, recreation and athletics

8. Informal/social learning
   - Develop existing hospital day-rooms into a recognizable pattern of small group gathering spaces
   - Include more specific outdoor areas for informal groups and spontaneous meetings
The Vision Plan is intended to guide the growth of the campus from approximately 3,300 full-time equivalent students (FTES) 2010-2011 to 15,000 students (FTES). It recommends changes on the CI campus based on statistical projections, functional expectations, spatial relationships, and design guidance.

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Existing Program</th>
<th>Existing Program Need</th>
<th>Short Term Program</th>
<th>Mid Term Program</th>
<th>Long Term Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic and Support</td>
<td>426,000 ASF</td>
<td>264,000 ASF</td>
<td>450,000 ASF</td>
<td>600,000 ASF</td>
<td>1,125,000 ASF</td>
</tr>
<tr>
<td>(129 ASF/FTES)</td>
<td></td>
<td>(80 ASF/FTES)</td>
<td>(90 ASF/FTES)</td>
<td>(80 ASF/FTES)</td>
<td>(75 ASF/FTES)</td>
</tr>
<tr>
<td>Housing</td>
<td>171,000 ASF</td>
<td>186,000 ASF</td>
<td>345,000 ASF</td>
<td>520,000 ASF</td>
<td>1,035,000 ASF</td>
</tr>
<tr>
<td>(~25%)</td>
<td></td>
<td>(~25%)</td>
<td>(~30%)</td>
<td>(~30%)</td>
<td>(~30%)</td>
</tr>
<tr>
<td>(230 ASF/Bed)</td>
<td>825 beds</td>
<td>800 beds</td>
<td>1,500 beds</td>
<td>2,250 beds</td>
<td>4,500 beds</td>
</tr>
<tr>
<td>TOTAL</td>
<td>597,000 ASF</td>
<td>450,000 ASF</td>
<td>745,000 ASF</td>
<td>1,100,000 ASF</td>
<td>2,160,000 ASF</td>
</tr>
<tr>
<td>% FTES</td>
<td>2,000+</td>
<td>1,650</td>
<td>2,750</td>
<td>3,375</td>
<td>5,250</td>
</tr>
</tbody>
</table>

Numerical Program

Due to the inter-disciplinary nature of this Vision Plan, the term academic or non-residential program means those spaces on campus that are not housing units. The term is also associated with uses such as administration, maintenance, student life, and dining, as well as academics.

Since CI is a new campus, only a fifth of the way to its proposed size and profile, it is premature to project a specific program onto the entire setting. However, other campuses within the 23-campus California State University system can be used as a benchmark or reference point for reasonable growth projections. The 2009 CSU “Space and Facilities Database Management System: Complete Space Report by Facility” provides useful comparative figures.

For example, as a new university inheriting a campus intended for a different purpose, the amount of existing space per FTES at CI is relatively high (about 103 ASF, excluding housing). This ratio is due in large part to the initial stage of fitting the needed program to a group of existing structures. As the campus grows, it will benefit from new, purpose-built construction, increasing the effectiveness of the space, its flexibility and efficiency. The table above illustrates the progressively lower ratio expected as the population grows. These ratios are derived from the CSU Space Report.
**Blended or Hybrid Learning**

Space projections are modified by an emerging factor in higher education called blended or hybrid Learning. “Blended learning” is a creative mix of face-to-face learning and online, Web-based content, and activities. With online content and experiences, the face-to-face “in class” time is reduced, but the overall impact of the education grows. On one hand, this reliance on digital tools is expected to reduce the demand for classrooms, allowing the institution to build and maintain less space. On the other hand, that same reduction frees up some space to create higher quality and more effective face-to-face learning environments that typically have larger square foot to student ratios.

The ultimate effect of blended learning on space is difficult to imagine since both the application of this new method is evolving as is the technology required of it. For the initial application of blended learning at CI, the President’s Office has proposed a goal of 18 percent of time and content delivered online. That projection is based on some lecture classes going to a higher percentage and some hands-on labs going to smaller percentages.

For this Vision Plan, the 18 percent factor will be applied simply to instructional and research space, which is most likely to be affected in the near future. This category, on average, represents approximately 32 ASF/FTES, which breaks down to 20 ASF class instruction, three ASF research, and nine ASF of other instructional space. With the latter two being largely specialized spaces, the factor was applied to 20 ASF class instruction and phased in at 5 percent for 5,000 students, 10 percent for 7,500 students, and 18 percent for the full 15,000 students.

As the initial planning target is likely to change over time, the influence of blended learning should be monitored and tested for each future update of the Vision Plan.

**Building Efficiency**

Two different factors are used to project ASF to GSF (gross square feet) in planning the growth for the campus. Based on the experiences of the University, the conversion of the existing Mission-style buildings to academic use averages a net to gross factor of approximately 40 percent. This percentage is due to the narrow footprints and extensive internal circulation of the adopted buildings. New buildings achieve a net to gross factor of approximately 60 percent. These factors have been used to convert the projected ASF to GSF appropriate to CI.

**Housing**

During the 2010-2011 school year, CI housed approximately 25 percent of the FTES, at 825 beds. That percentage, higher than most CSU campuses, has been advantageous to the quality of on-campus life. It is also a response to the lack of affordable student options in the nearby communities due to the expensive residential market. In addition, the real estate market shows no indication of private sector interest in providing off-campus student housing, due to high land costs and higher returns for other housing types. Both the President’s Office and the Vision Plan Steering Committee have recommended that an ultimate goal of 30 percent be set for the full build-out of 15,000 students. The goal for later years will be dependent on financial feasibility.

The University is considering the academic benefit of a small number of residential colleges. To provide the flexibility for that potential, some of the future housing should be planned in coherent 300-400 bed configurations, supplemented by learning spaces and faculty units appropriate to residential college use.

**Large Footprint Facilities**

The campus is now largely made up of smaller scale buildings, with relatively small footprints. Its centerpiece, Broome Library, is a notable exception to this diminutive size. Several functions needed in the future will require
larger building footprints and will require special attention to massing and scale, as follows:

- A 5,000-seat arena for athletics and events
- Recreation / Health & Wellness Center that can be combined or phased with the arena
- Performing Arts Center (500-seat proscenium, 100-seat black box, small stage-set shop, related support space)
- Conference capability

Athletic & Recreation Facilities
The outdoor program developed by CI for projected athletic and recreation facilities is as follows:

- Soccer stadium
- Baseball field (or possibly a shared baseball stadium)
- Softball field
- Three Intramural / practice fields
- Optional recreational pool (25 meter)
- Optional tennis courts

Community
CI has made a fundamental commitment to build relationships with the Ventura County community to provide service to its neighbors and to strengthen student civic engagement. These activities assume many forms and can occur on-campus and/or off-campus. When on-campus, programs like the Extended University, Osher Lifelong Learning Institute, and the annual College for A Day make effective and efficient use of facilities that are available evenings and weekends. Outreach programs like the High School Friday make use of campus activities that are underway but would benefit from a “home room” with supplementary outfitting to support meeting and lunch on a rainy day.

At the campus Vision Planning scale, the community relationships focus on larger activities. The expressed needs include a conferencing, gathering, or meeting space for groups or forums of 300-400 people, multi-cultural performance, and co-sponsored festivals or fairs. These events dovetail with other future needs of the campus that...
include the proposed conference center, and performing arts center. Outdoors, the proposed amphitheater and proposed development of the landscape does and will support larger festivals and fairs.

Outdoor Functions
The sizes and shapes of outdoor areas are intended to support an array of activities that may be year round, seasonal, or only occasional. Several of those functions are at a scale that they appear in the Vision Plan like an amphitheater or a recreation playfield. Others are those that should be programmatically developed for specific application in a subsequent Landscape Vision Plan that recommends locations based on appropriate size, orientation, acoustics, curriculum, and prime audience.

These outdoor activities would include the following:
- Small Classes
- Experiential learning
- Learning resources
- Informal gathering and studying
- Recreation/Athletics
- Events
  - Performances
  - Commencement
  - Ceremonies
  - Festivals
  - Street parties
  - Orientation
  - Homecoming
  - Guest speakers
- Sustainability
- Habitats
- Research

Parking
As of the fall 2010, the campus had approximately 2,000 on-site parking spaces for students, faculty, staff, and visitors, based on the University’s inventory. This number equates to approximately 60 percent of full-time equivalent students (FTES) parking on campus, which is above CSU’s more typical 38 percent. This parking ratio has been appropriate at CI due to the distance of the University from population centers in Ventura County and to a local public transportation pattern that does not yet serve the campus well. Based on the capacity of the land and sustainability goals, the University hopes to provide parking spaces for 35 percent of FTES on-site when the campus has 15,000 students. This strategy will result from well-implemented demand management strategies and active initiative with surrounding communities, the region, and public transportation providers.

To realistically phase in this responsible reduction, the parking space ratio is proposed to change gradually, with much of the decrease occurring during the period of growth between 7,500 and 15,000 students. This is the period when the campus population becomes more significant as a transportation destination, where increased shuttle service and other transportation demand management strategies are more likely to be implemented. The University will monitor progress towards the goal of 35 percent on a yearly basis.

Coordination with Camarillo
The City of Camarillo and the Camarillo Chamber of Commerce are actively discussing and testing ideas to stimulate greater Old Town activity and business. Subjects of interest have included a conference center and a hotel, an amphitheater, and a performing arts center. As CI’s curricular planning evolves, the campus should coordinate these ideas, viability, and timelines with the city and Chamber to assure mutual benefit.
The development of the Concept Plan began with a series of design workshops over a two-day period. Groups active in these workshops included the Campus Vision Plan Steering Committee, Academic Affairs, Student Affairs, the Office of Planning and Construction, and students. The intent of the workshops was to build on the planning goals and the campus observations developed in the previous phases to develop a broad-brush, conceptual plan for the project.

During the workshops, each group was divided into teams and tasked with sketching a high-level concept plan for the campus. The groups discussed concepts such as land uses, circulation, and even what the future campus tour could offer. Each team presented its concept plan to the group and the outcomes were discussed and debated to understand the full intent of the illustrated ideas. The Vision Plan team then developed a representative concept plan based on these team plans and discussions, the efforts of the programming and academic plan work, and early campus observations and analysis.
Roads and Gateways

A proposal heard frequently during the workshops was a pedestrian- and bicycle-oriented campus. To accomplish this goal, the campus will need to move parking and its related traffic from the campus core. As the campus grows to the east and west, portions of Camarillo Street and Ventura Street will be freed of vehicles, with access only granted to a campus shuttle bus and necessary delivery trucks. A new outer loop road would serve the remaining vehicular circulation.

As conceived, the primary gateways to campus would remain at Lewis Road and the new entrance road through North Campus, where it arrives at the North Quad. Secondary gateways will remain at Potrero Road and the original entry road at the northeastern part of campus. Two new secondary gateways along the western edge of campus will help direct visitors into the campus while keeping their vehicles out of the campus core; one being the existing central plant access road and the other crossing over the levee through North Campus.

Formal Open Space

The original campus Mall and the two large Quads should remain the core of the formal open space system. As conceived, Broome Library, the Powerhouse, Bell Tower and University Hall will continue to frame the space. The four buildings will help anchor the improved Mall landscape that is now free of public vehicles and will subsequently become a strong campus center. A new Gateway Hall at the campus entry, the existing North Hall, and a renovated new housing center on the center axis of South Quad will help define the Quads.
Fields and Parking
Playing fields and parking are the principal functions compatible with a floodplain area, so these uses will largely occur within North Campus. Moving the majority of parking to the North Campus will help the University reach its goal of creating a more pedestrian friendly campus core. A parking garage on the far western part of the West Campus will provide space for a large number of cars on a small amount of land and still keep vehicles away from the campus core. In addition, a casual recreation field will be located closer to student housing on the south edge of campus. A feature athletic field venue that cannot be situated in the floodplain will be located in the West Campus close to the parking garage.

Land Use
Academic uses, including administrative space, should continue to be strongly embedded in the campus core. Doing so will facilitate the integrative intent of the curriculum. By concentrating student housing in the southern portion of campus, the university can foster community-building. Student life spaces should be intermixed throughout the campus but with heavier concentrations in each Quad for food service and in the northeastern part of the West Campus in the form of a recreation center, arena, and performing arts space.

Building Heights and Connections
The low scale and intimate spaces of the original Mission-style buildings on campus are part of its appeal. For compatibility between the existing and new architecture, the plan recommends maintaining the current 60-foot height limit for the vast majority of structures on the campus. In the campus core, especially around the Quads, the height should be limited to the existing fabric of one-, two-, and three-level buildings. Proposed housing closer to the core can stay within 60 feet at four levels. Due to
the very limited area in which development can occur, future housing areas on the West Campus may need to be greater in height to complete the full program but with a maximum of 80 feet. The higher limit is restricted to the West Campus where the visual impact of those higher structures is ameliorated by Peanut Hill and Round Mountain and by limited visibility from the campus core.

In its original use, the hospital campus was meant for isolation and containment. Therefore, pedestrian connections in and out of the two Quads are limited and confining gates and walls make it difficult to experience the beauty of these spaces. The Vision Plan should create stronger pedestrian connections within the campus core and also to newer development outside the core.

**Sustainability and Views**
Consequential land use components of sustainability include the maintenance of extensive natural environments, creation of wetlands and riparian areas associated with Long Grade Canyon Creek, and managing stormwater within campus boundaries. The installation of solar panel canopies in parking areas, creating a strong shuttle system to lessen the dependency of cars, and committing to a compact campus will help create a sustainable 21st century campus.

Both the setting and orientation of internal views are important to the University’s identity and campus legibility. Significant views from the campus to the surrounding mountains, especially from the South Quad, and the agricultural fields to the north and the south should be maintained and enhanced. New construction on campus and greater building heights present the opportunity to take advantage of view to the Pacific Ocean and Channel Islands beyond the immediate setting. Significant internal views, such as the long Mall anchored by Broome Library and the Powerhouse, will be maintained and enhanced. The Bell Tower, the University icon, will provide a strong orientation point from within the campus.
Precinct Studies
During the Precinct Studies phase, the Vision Planning team divided the CI campus into two geographically distinct segments, or precincts, in order to test the ideas generated during the previous Concept Plan phase. The campus core is defined as Precinct One and the West and North campuses comprise Precinct Two.

The Vision Planning team then outlined the goals for each precinct and developed alternative planning approaches to issues targeted during the Concept Plan phase and refined the most appropriate solutions for the two precincts.

Two multi-day design workshops were held in May and September 2011 to discuss the plans proposed for each precinct. Every session began with a precinct walk to provide the opportunity for the Steering Committee and Vision Planning team to make fresh observations, understand the campus in greater detail, and gain insight into challenges and opportunities. During the workshops, the entire group investigated solutions to campus challenges, such as physical capacity of planned enrollment growth, road and pathway configurations, landscape enhancements, sustainable development, and academic expansion through a series of design schemes. These schemes were ultimately combined in overlapping ways, taking the best ideas from each option to synthesize a coherent strategy for each campus precinct.

Based on the Observation and Concept Plan workshops, the Precinct Studies phase explored a variety of ways to achieve the goals of the Vision Plan in the following manner:

- Reflect an interdisciplinary program approach.
- Respect the scale of existing architecture.
- Create a strong sense of arrival at the campus entry.
- Eliminate cars in the core of campus.
- Develop a more pedestrian- and biking-oriented campus.
- Provide better transit on and off campus.
- Maintain existing open space and create more intimate outdoor spaces.
- Provide for larger scale programs in an appropriate manner.
- Develop an integrated pattern of new and old buildings by creating more educationally effective building footprints along with renovating the existing, more compact footprints.
- Meet the future programmatic needs of a 15,000-student campus based on the responsible capacity of the land.
Precinct One: Campus Core

North Quad
Three planning alternatives for the North Quad analyzed different degrees of balance between building renovations and new construction, as well as the scale of the new structures. The schemes also explored an enclosed versus an open Gateway Hall, as well as a performing arts center within the campus core. Each variation starts with the assumption that parking within the existing courtyards is removed, with the exception of prospective student parking for admissions at Gateway Hall, necessary special needs parking, and service access.

The second option sites a new building directly in line with North Hall on the opposite end of the Quad. The third option explores student housing on the northeast corner of the Quad so that it is fully integrated into the academic campus.
South Quad Option A

South Quad Option B

South Quad Option C

South Quad

The three variations explored the areas around the South Quad to test the degree of building infill possible within the precinct and the configuration of student housing to the south. All variations assume that Santa Paula Street is moved further to the south to create more contiguous, buildable land south of the Quad and eliminate the hard turn from Camarillo Street into Santa Paula Street.
Library Edge
The four variations explored at the boundary of Broome Library look at the possibility of student housing in this area, the reuse or removal of the remaining wings attached to the north and south of the library, and adjustments to the amount of parking. The opportunity to replace Malibu Hall with Chapel Drive was also explored as a means to create more contiguous buildable land south of the library and eliminate the hard turn from Chapel Drive to Camarillo Street.
Precinct Two: North Campus and West Campus

From the ideas generated by the Precinct One Campus Core workshop, a number of assumptions and directives were made for Precinct Two, including the following:

- Accept the remainder of the program that does not fit in the campus core
- Accommodate large facilities that include a performing arts center, an arena, a recreation/wellness center, playing fields, and a relocated operations and maintenance facility
- Accommodate the parking need
- Provide land for on-site renewable energy sources
- Manage the capacity of stormwater run-off from the campus
- Preserve the architectural character and pathways of the campus core
- Create connections from the campus core to the North and West campuses with harmonious landscape and open space patterns compatible with the core

West Campus – North

The three alternatives for the north end of the West Campus explore various arrangements of athletic fields, larger program buildings, academic buildings, parking, and stormwater retention. The first option does not provide any athletic fields on West Campus but suggests a parking garage, which screens the Camrosa Plant from view. It also shows a new, gracious quad offering plenty of academic expansion space, a performing arts center at the western end, and an arena/recreation center on Ventura Street.

The second option shows a potential layout of facilities should a partnership between the University and a Single A or Double AA baseball team be formed. The plan recommends a special athletic venue to accommodate the baseball team, a soccer field, and an amphitheater built into the north edge of Peanut Hill. The arena/recreation center is shown at the corner of Los Angeles Avenue and Ventura Street, and the performing arts center is situated south of it, along Ventura Street.

The third option shows a competitive soccer complex and parking garage on the West Campus. The arena/recreation center is also shown at the corner of Los Angeles Avenue and Ventura Street, and the performing arts center is located south of it along Ventura Street. Each variation assumes a stormwater detention pond west of the CoGen Plant, a new academic quad north of the Powerhouse, and a maintenance and operations yard directly west of the existing Central Plant.
West Campus - South
All three alternatives for the south end of the West Campus, nestled between Round Mountain and Peanut Hill, include a casual recreation field and a large expansion of student housing. The differences among the three schemes are the proposed designs of the housing. The first and second options recommend very linear building layouts, similar to the historic structures within the campus core, and the third option offers a radial organization, following the contours of Round Mountain and Peanut Hill. Each scheme can accommodate an amphitheater on the south edge of Peanut Hill, close to Anacapa Village. All of the schemes incorporate a series of intimate courtyards and larger open play areas.
North Campus

The three alternatives for the North Campus show a variety of layouts split between parking and athletic/recreation fields. The first option places the fields closer to campus and parking farther from campus. The second option shows playing fields lining the new entry road and parking positioned behind those fields. The third option places the fields farther from campus and parking nearer the campus core. All of the options assume an improved shuttle system on campus, as well as an improved biking path network.
The Vision Plan is a refinement of the ideas generated during the preceding phases of the Vision Planning process. The resulting Plan is highly intentional in facilitating the educational and experiential vision of CI, and it is intended to act as a road-map for implementation over time. The Plan supports the underlying premise of campus integration and innovation, while expanding on the compelling character and identity of the university. The Vision Plan outlines a framework for development in a flexible but disciplined manner that will meet the full programmatic needs of 15,000 students.

The Vision Plan proposes a compact, sustainable campus with academic and residential activities dominating the campus core to stimulate further integrated learning. The formal open space structure of the North and South Quads and the Mall will reinforce spatial organization. The north edge of the North Quad becomes the new and notable gateway, assuring a clear arrival and expression of CI’s collegiate stature. An outer loop road limits vehicular access to the core and enhances a protected pedestrian and bicycle zone at the heart of campus. Building height in the campus core is limited to protect defining views from and within the campus. Large surface functions, like playing fields and parking, are placed in the North Campus, respecting the role and requirements of the floodplain.
Campus Vision Plan

Existing Campus
- Existing Buildings

Proposed Vision Plan
- Existing Buildings
- Proposed Buildings
Proposed view from new entry road
Existing view of Los Angeles Avenue looking west
Proposed view of Los Angeles Avenue looking west
Existing view north on Ventura Street
Proposed view north on Ventura Street
North Quad

The North Quad is the formal gateway to the campus core and is one of two primary anchors of the original campus character. By capping building heights in the Quad to three levels, eastward views to the mountains are maintained. Through careful demolition of existing buildings and infill of new ones, the campus can build efficient buildings with footprints appropriate for classroom and lab configurations and reinforce the existing courtyard pattern. Parking is largely removed from North Quad, except for short term parking along Santa Barbara Avenue.

Highlights
1. New gateway buildings on Santa Barbara Avenue provide an open entry and axial view into campus. They also create space for admissions, academics, and student services. The gateway buildings will be the first stop for prospective students.
2. Two new corner buildings are added on the Mall to strengthen edges and anchor activity.
3. The formative north-south axis is reinforced by a new building on axis with North Hall in the North Quad.
4. A conference/small events center in the North Quad (recently renovated Grand Salon with a proposed new kitchen in the rear) provides space for events and meetings in a location with easy service access.
South Quad

The South Quad bridges the academic focus of the North Quad with a nexus of academic, student life, and residential activities. The resulting approach maintains the South Quad as an iconic open space, a key contributor to the unique campus identity. Graduated height limits based on the view horizon lines of existing buildings will ensure that the sweep of views to the surrounding mountains continues. New housing to the south forms courtyards in an intimate housing pattern. Wide paths can be used by pedestrians most of the year but converted to vehicular drives during student move-in and move-out periods.

Highlights

1. A new corner building, opposite the Student Union, is added on the Mall to strengthen edges and anchor activity.
2. A new, two-story building replaces the one-story Topanga Hall.
3. Salon A is renovated and expanded for additional food service and other student-centric functions.
4. Santa Paula Street is realigned to the south, increasing the contiguous area available for residential housing and the turning radius of the intersection with Camarillo Street.
5. The 150’ agricultural setback from the southern campus boundary is respected.
6. Parking is largely removed except for short-term convenience parking along Santa Paula Street, near the residence halls.
7. The old courthouse and its courtyard are maintained and incorporated into the housing plan.
Library Edge

Closely linked to the North and South Quad, the Library edge on the eastern part of campus forms an extension of academic facilities, with the Broome Library as its center piece.

Highlights

1. Removing the non-renovated wings of Broome Library allows for larger, academically appropriate building footprints arranged to extend the orthogonal building pattern and maintain campus character.

2. Chapel Drive realigns to the south, against the topography, to enlarge the contiguous academic area south of the library. The realigned Chapel Drive becomes part of the outer loop road.

3. Fillmore Street also becomes part of the outer loop road, allowing portions of Camarillo Street to become a limited-access road for pedestrians, shuttles, and maintenance vehicles only.
West Campus

The northern part of West Campus is largely undeveloped, which makes it a desirable location for large facilities incompatible with intimate campus core. West Campus is also appropriate for modestly tall structures (up to 80’), like the roof of the arena and the fly loft of the theater, as well as structures that may be needed to address the remaining program of the 15,000-student campus. During special events hosted in the arena or theater proposed for West Campus, patrons can access parking via pedestrian bridges and a secondary road over Long Grade Canyon Creek.

The southern part of West Campus is located farthest from the campus core and will be used for student residence halls. Because of its location, the site suggests an organic layout, respectful of adjacent hills and mountains. These residential buildings can be modestly higher than the 60’ height limit proposed elsewhere on campus because Peanut Hill and Round Mountain will minimize their scale. West Campus-South benefits from spectacular views of the Pacific Ocean and the Channel Islands, views that can be captured from upper-level rooms. Proposed paths are wide enough to accommodate vehicular use during move-in.

Highlights
1. An Arena/Recreation-Wellness Center at the intersection of Ventura Street and Santa Barbara Avenue takes advantage of long range views to the north and close adjacency to parking. It serves as a nexus for student commuters, residents, athletes, faculty, staff, and the community. It is expected that this building can be built in two phases, along with an outdoor recreation pool.
2. A new, linear quad connects West Campus to the North Quad.
3. A performing arts center on Ventura Street provides a public face on the North Quad but keeps service access to the fly in the West Campus zone.
4. Chaparral Hall is renovated and expanded to form an arts edge along Ventura Street.
5. The side of Peanut Hill is used to form an outdoor amphitheater.
6. A new, formal quad frames the amphitheater and new academic buildings.
7. A soccer/lacrosse stadium is placed near the Arena for dual use of lockers and team rooms and access to nearby parking.
8. A parking structure on campus, located at the western edge of West Campus, screens the adjacent Camrosa Water Reclamation Plant. It also provides additional parking in close proximity to the campus core.
9. A consolidated and relocated operations and maintenance facility is configured around the current central plant and adjacent to the outer loop road. This arrangement will make delivery access easier and will provide space for equipment storage.
10. A potential stormwater detention area handles water flows from portions of North Quad and the large footprint buildings on West Campus.
11. The western portion of the new outer loop road runs through the center of West Campus and keeps vehicles away from the campus core.
12. A new, southern entrance to campus is created where the outer loop road meets Potrero Road.
13. An informal recreation field remains in the southwest part of campus for casual student use.
14. The 150’ agricultural setback from the southern campus boundary is respected.
15. Parking is largely removed except for short-term, convenience parking.
16. The green edge along Potrero Road provides natural stormwater retention.
North Campus

The entirety of North Campus is located within a FEMA designated floodplain; therefore, surface parking and recreation fields are some of the few allowable uses for this area. In addition to the major entry road to campus and gateway feature near the intersection of Entry Drive and Lewis Road, the North Campus will be the primary location for parking on campus. Surface parking in the North Campus will benefit from canopy-mounted photovoltaic panels that will generate energy for campus and shade the lots from direct sunlight. Pedestrian paths planted with native vegetation and trees will shade routes from the parking lots to the campus. Athletic and recreation fields, including competitive venues, are located on the eastern portion of North Campus. The wetlands, riparian zones, and Long Grade Canyon Creek are maintained and used as curricular resources.

Highlights
1. Bio-swales collect and direct stormwater toward Long Grade Canyon Creek, which runs to Calleguas Creek.
2. An additional access road extends south from the primary entry road. This starts the western segment of the outer loop road, which keeps vehicles out of the core of campus.
3. A gateway feature is located near the intersection of the Entry Drive and Lewis Road.
Vision Plan Analysis

Vehicular Circulation and Transit

One of the main goals of the Vision Plan is to eliminate vehicles from the core of campus. This is achieved by creating a primary, two-way outer loop road for general vehicular circulation that loops outside of the campus core. The outer loop road is proposed to run along the northern edge of the campus core, behind Broome Library, along the southern edge of campus, and through the western edge of West Campus. The western edge of the outer loop road also connects the new entry road through the edge of campus to Potrero Road. A proposed, one-way inner loop road, consisting of the Ventura Street and Camarillo Street, will be limited to daily traffic to make the campus more pedestrian friendly. The Vision Plan also proposes that Oxnard Street to the north of Anacapa Village, a new road accessing the maintenance yard and the CoGen Plant, be limited access as well. Secondary roadways...
are proposed to run through North Campus to access parking and athletic/recreation fields. The Vision Plan also proposes Chapel Drive moving further to the southeast to make more contiguous area south of the Library and moving Santa Paula Street parallel to Potrero Road to make more contiguous area north of the road.

While the campus is compact, it is expected that a robust campus shuttle system will be implemented. A campus shuttle system will make it easier to get around campus, especially with the development of North Campus. The Vision Plan assumes that the existing VISTA transit system will be improved and expanded, along with an improved bus stop that coordinates with the campus shuttle system.
Parking
As the campus develops, additional surface parking will be developed in the North Campus and parking within the Campus Core will gradually be closed. In addition to parking in North Campus, the Vision Plan proposes a parking garage on the western edge of West Campus, acting as a buffer between the Camrosa Plant and the campus. The proposed garage is in close proximity to public spaces, such as the stadium, arena, and performing arts center. The parking garage also provides space for additional parking that may not be accommodated in North Campus. Additional short term parking is proposed throughout the outer edge of campus, for loading and unloading.
A goal of the Vision Plan is to reduce the ratio of parking spaces per FTES from 0.63 to 0.35. At full build-out, that equates to 5,250 parking spaces. However, if CI does not reduce the ratio of parking spaces, as suggested in the Vision Plan, the campus will require an additional 4,200 parking spaces. To prevent this, the Vision Plan suggests the gradual reduction in parking demand through aggressive implementation of transportation demand management (TDM) strategies, such as carpool incentives and transit subsidies.
Pedestrian and Bicycle Circulation

The Vision Plan proposes a very porous campus with easy circulation into and out of the Quads. As opposed to the former use of the campus, designed for isolation and containment, the Vision Plan promotes connections and inclusion. The plan suggests that walls and gates protecting the Quads will be replaced by beautiful passageways. The Vision Plan also promotes easy access to West Campus and North Campus. By limiting vehicular access to Ventura Street and Camarillo Street, pedestrian flow into and out of the campus core will be easier and safer.
The Vision Plan is also a bicycle friendly plan. The plan promotes the use of bicycles by locating dedicated on-street bicycle lanes on all of the streets within the campus, as well as through campus at key locations. Supporting facilities will include bicycle parking and/or bicycle lockers. The Vision Plan also proposes a bicycle sharing program to further promote the use of bicycles for on-campus circulation.
Building Type

The Vision Plan calls for the majority of the buildings surrounding the North Quad and South Quad, in addition to the Powerhouse and Chaparral Hall, to maintain their original character and be renovated. However, the majority of growth in the Vision Plan will come in the form of new construction of more efficient, collegiate buildings.

New buildings on campus should respect the original architectural style of the historic campus. However, the proposed parking garage, maintenance facility, and stadium will be more utilitarian in style.
Proposed Building Type

- Original Campus Building - Renovated
- New Campus Building
- Utilitarian Building
Building Use

The Vision Plan creates a strong network of housing along the entire southern edge of campus, establishing smaller communities that make up the larger on-campus housing community. Within the housing clusters, there will be other student centered amenities in these buildings. The majority of academic and administrative space will be focused around the Broome Library, North Quad, the north edge of South Quad, and around the Powerhouse in West Campus. All of the maintenance and operations functions will be consolidated in West Campus. Larger student life functions, like a stadium, performing arts center, and arena/recreation center will be clustered on the northeastern part of West Campus. Other smaller student life functions, such as student unions, conference space, and food service are sited near the central Mall.
Proposed Building Use
- Mostly Academic
- Mostly Administration
- Student Life
- Housing
- Facilities
- Unused
Building Height

To meet the programmatic needs of the campus and maximize the highest and best use of the land, the Vision Plan does propose taller buildings in specific areas of the campus. However, special care was taken so that the views of surrounding mountains that currently exist on campus will not be significantly obstructed by proposed new construction. The building height of infill buildings and new construction will be based on a sloped view line from a standing person in the Quad to and beyond the ridge line of existing buildings. Therefore, all of the buildings immediately surrounding the Quads are a maximum of two story buildings. Buildings along the northern edge of North Quad, along Santa Barbara Avenue, at the four corners of the Mall, and surrounding the Library are proposed to be three story buildings. The two buildings in front of Broome Library should be two stories, to respect the prominence of the existing Library.
West Campus has the opportunity to push the building height limits that exist in the campus core. A few functional items, such as a theater fly loft and the roof of an arena/event venue, will probably push or exceed the 60 foot height limit mandated by the Board of Trustees. However, other buildings in the northern portion of the West Campus will be two- to three stories in height. The proposed parking garage and housing south and west of Peanut Hill will be taller. It is assumed that the parking garage will be at least five levels, and the housing will be a mixture of four and five levels, but staying below the 60 foot height limit. In general, the West Campus is an area of campus where exploration of building heights is suitable.
Open Space/Landscape

The proposed landscape provides an attractive, healthy, and regenerative campus. A landscape that emphasizes the best qualities of the existing natural and cultural landscape is timeless and contributes to unity throughout the campus. As an example, regionally native plants may be used in the landscape, and early California and agrarian landscape themes will reinforce the sense of place.

The Vision Plan proposes a return to strong visual and axial connections, a timeless landscape tradition. This approach re-establishes the campus landscape as a means to orient, guide and inform, acting both as backdrop, as well as main stage for activities, and contributing to a clear identity. A vital and interesting landscape can also be a valuable learning tool for a campus that emphasizes...
experiential learning. New landscape will be designed to serve as outdoor laboratories and provide many interactive learning experiences. Building forecourts, gardens, quads, and natural landscapes will serve as outdoor rooms, classrooms, and offices in Camarillo’s pleasant climate. The Vision Plan also proposes more shade trees for parking lots to avoid heat island effect.
Hydrology

To address the needs of 15,000 future students on the CI campus, new development in the form of new construction must occur, and this will have an unavoidable impact on stormwater runoff. This poses a challenge because stormwater regulations require that the rate and volume of discharge not change due to development. Fortunately, there are several ways for the campus to retain and detain stormwater on campus to negate the impact of stormwater runoff.

In order to avoid changing the existing drainage characteristics and patterns of the campus, the difference in volume after the campus build out needs to be retained and infiltrated on campus. There is a known volume of water that needs to be retained for infiltration purposes and a known volume of water detained in order to avoid upsizing the existing campus outlets. With this information, a few design recommendations for the overall campus hydrology Vision Plan are available.

The recommended strategy is to provide at least 5 percent of the total campus area as stormwater treatment/infiltration to satisfy the infiltration requirement for each campus area and to provide above ground storage for the volume of runoff above the existing outlet capacity. It is also recommended that all stormwater runoff from impervious surfaces be filtered through landscaping or permeable paving before entering the underground storm drain system. This will not change current campus drainage patterns and existing outlets, or significantly alter the approach to dealing with stormwater.

The following section on sustainability highlights additional opportunities to use the entire campus for effective stormwater management.
Sustainability

Compact Campus
The Vision Plan demonstrates how the campus can continue to grow while maintaining a compact core, resulting in a walkable and bike-able campus. It also results in a campus characterized by effective internal transportation infrastructure with shorter roadways, efficient in utility distribution, and less impervious surfaces. The compactness also increases the potential for students to engage in integrative studies.

Natural and Native Habitats
Under the Vision Plan, the hills and Round Mountain are maintained as natural habitats, some restored to a more purely native environment by class and intern projects. Low-care California native plants are used in the core landscape, especially those from the immediate region. Land is available for classes and the landscape staff to cultivate native plants for use on site and other areas of the full campus.

Site Water
Rain that falls on the site becomes a part of the systems of the campus. New swales, vegetated surface drainage, and recharge areas supplement recently created wetlands and riparian zones associated with Long Grade Canyon Creek. The first tier of water quality treatment begins in the localized areas adjacent to new structures. North Campus continues to serve the natural purpose and urban need of a floodplain.

Energy
On-site energy use and its related carbon footprint continues to be assertively reduced with this Vision Plan. One opportunity to decrease carbon footprint is by ensuring buildings (existing, infill, and new) meet the highest standards for performance. Areas for future on-site, renewable sources are designated in the plan; for example, canopy-mounted photovoltaic panels are proposed over much of North Campus, and PV panels could be discreetly used on the south-facing red tile roofs of new buildings outside of the campus core. The campus also appears to be well-suited for use of ground source / thermal heating and cooling and will be analyzed further.

Natural Comfort
The people on campus benefit from an attractive, benevolent climate. The Design Guidelines leverage that climate by insisting on creative design for refined natural ventilation and shading. The majority of infill and new buildings have a predominant east-west orientation while staying within the orthogonal patterns of the original campus. The heat island effect is reduced by a compact campus that leaves greater areas of open space and through the use of landscape and trees to shade buildings. Some of the parking areas could be shaded by future PV canopies and others should be considered for more shade trees or a blending of the two.

Vehicles
Vehicle use is reduced through Transportation Demand Management initiatives. On-site parking spaces decrease from the current 60 percent of FTES to a goal of 35 percent, less than the typical 50 percent at many CSU campuses.

Domestic Water
The design and outfitting of buildings will continue to reduce potable water use. Over 97 percent of the irrigation currently uses reclaimed water, and CI is pursuing expanded use of reclaimed water for other acceptable functions.

Campus as Classroom
The campus becomes a classroom for sustainability by making the campus’ commitment demonstrable. Proposed design features become a resource for curriculum and class exercises and an object for integrative study.
Cultural Landscapes

CI is the recipient of layers of cultural heritage, both within its boundaries and the immediate region. These various layers and their intermingling, whether the native landscape, the Chumash Indians, or early Spanish and Mexican activities in the area, contain “narratives of culture and expressions of regional identity,” according to the Washington, DC-based Cultural Landscape Foundation. As a result, the campus will represent and enhance the associated attributes of its place. Its cultural landscape will serve as a valuable learning resource, whether the subject is human geography, social and cultural attitudes, California labor, ethnographic settings, or business history.

Six layers or periods serve as a starting point for this resource (with Channel Islands soon becoming a seventh), as follows:

- Original landscape / Channel Islands
- Chumash Indians
- Spanish Missions
- Mexican Land Grants and Ranchos
- State Hospital
- Agriculture

There are many ways in which the cultural landscape can manifest itself on campus. In some cases, elements of these...
already exist as active components of the Vision Plan. This list is only a beginning of ideas for exploration that should be augmented with fresh ones over time.

**Original Landscape / Channel Islands**
Views of the Channel Islands are offered from the upper floors in buildings in the southern part of the campus and from nearby hillsides and mountains. Interpretation of these vistas could be captured through learning activities as well as through the physical environment. A proposed design for the campus Mall, for example, incorporates a map of the Channel Islands in the pavement.

The natural setting of the campus and its environs should be protected and restored to preserve a sense of its origins and physical beauty. These conservation efforts should include restoring the habitat of hillsides and mountains; protecting newly created wetlands and riparian areas along Long Grade Canyon Creek, and preserving significant views to surrounding mountains.

**Chumash Indians**
The heritage of native peoples who once inhabited the site will be celebrated through landscapes and original artifacts, as well as new spaces inspired by their culture. Protection of Round Mountain, a significant place within the Chumash culture, and development of the designated Chumash interpretative site in University Glen would provide places to experience tribal traditions firsthand. Siting ethnic artifacts and interpretative art in the landscape, such as a unique plank-built canoe called a Tomol, provides tangible evidence of native cultural practices. Preserving the dolphin fountain near the Powerhouse and planting an ethno-botany garden are others ways of engaging students in the history of place.

**Spanish Missions**
Supporting the Spanish Colonial Mission Revival character of the campus through renovation of existing structures and new construction serves as a means of enriching the physical setting and teaching students about the architectural history of the campus and region. Interpretative signage about Ventura’s Mission Buenaventura, the first of the California missions, could capture the history of Spanish exploration within the region and precedents for the campus architecture.

**Mexican Land Grants & Ranchos**
The campus boundaries coincide with the boundaries of Rancho Guadalasca, offering the opportunity to erect interpretative signage about the Mexican land grant from which the campus site merged. This signage could also pay tribute to Ysabel Yorba (1836 – 1871), the original grantee from the Mexican government and a pioneering woman “rancho” in what would become California.

**State Hospital**
The Camarillo State Hospital forms the basis of the campus core with its central Mall and the expansive South Quad distinguished by sycamore trees and low buildings. These physical settings form an important legacy for the University, offering an opportunity to build on the hospital’s interconnected structures and outdoor spaces, and preserve a sense of the original psychiatric hospital as a learning resource.

**Agriculture**
Connecting the campus to the rich agricultural activities of the region could be achieved through preserving views of surrounding field and orchards, campus activities linked to gardening and cultivation, and interpretative signage about farmers and migrant workers. Organic and community gardens and indigenous plantings would also provide opportunities for students to become involved in food production and landscaping.

A selected courtyard could support a more artistic representation of nearby fields and orchards. Landscapes, such as the garden at Arroyo Hall, could be planted with citrus trees and rosemary hedges to connect the campus with the region’s agricultural traditions.
Phasing & Implementation

The Vision Plan for CI is meant to be a flexible and adaptable plan. The Vision Planning process produced a long-term plan for development opportunities that can accommodate the needs of the campus without designating specific programs for each building or project.

Phase 1: Short-term (5,000 students)

<table>
<thead>
<tr>
<th>Academic</th>
<th>ASF</th>
<th>Housing</th>
<th>ASF</th>
<th>Beds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Renovation</td>
<td>9,600</td>
<td>4 New Construction</td>
<td>83,948</td>
<td>365</td>
</tr>
<tr>
<td>New Construction</td>
<td>25,380</td>
<td>5 New Construction</td>
<td>54,860</td>
<td>239</td>
</tr>
<tr>
<td>2 Renovation</td>
<td>3,760</td>
<td>6 Renovation</td>
<td>22,330</td>
<td>97</td>
</tr>
<tr>
<td>New Construction</td>
<td>26,640</td>
<td>7 Renovation</td>
<td>14,850</td>
<td>65</td>
</tr>
<tr>
<td>3 Renovation</td>
<td>4,120</td>
<td>8 Relocated Santa Paula Street</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Construction</td>
<td>7,200</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Phase 1 Total: 76,700

Project Subtotal: 502,645

Goal: 450,000 ASF / 1,500 beds

Phase 1 Total: 175,988

Project Subtotal: 347,472

Goal: 345,000 ASF / 1,500 beds
### Phase 2: Mid-term (7,500 students)

<table>
<thead>
<tr>
<th>Academic</th>
<th>ASF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Renovation</td>
</tr>
<tr>
<td>2</td>
<td>Renovation</td>
</tr>
<tr>
<td>3</td>
<td>New Construction</td>
</tr>
<tr>
<td>4</td>
<td>New Construction</td>
</tr>
<tr>
<td>5</td>
<td>Renovation</td>
</tr>
<tr>
<td></td>
<td>New Construction</td>
</tr>
<tr>
<td>6</td>
<td>New Construction</td>
</tr>
<tr>
<td>7</td>
<td>New Construction</td>
</tr>
<tr>
<td></td>
<td>Demolition</td>
</tr>
</tbody>
</table>

| Total Phase 2 | 101,240 |

<table>
<thead>
<tr>
<th>Project Subtotal</th>
<th>603,885</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal: 600,000</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Housing</th>
<th>ASF</th>
<th>Beds</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>New Construction</td>
<td>17,420</td>
</tr>
<tr>
<td>10</td>
<td>New Construction</td>
<td>50,960</td>
</tr>
<tr>
<td>11</td>
<td>New Construction</td>
<td>91,780</td>
</tr>
<tr>
<td>12</td>
<td>New Construction</td>
<td>47,060</td>
</tr>
<tr>
<td>13</td>
<td>Mall Improvements</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Stormwater Detention</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Extended Santa Barbara Ave</td>
<td></td>
</tr>
</tbody>
</table>

| Total Phase 2 | 207,220 |

<table>
<thead>
<tr>
<th>Project Subtotal</th>
<th>554,692</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal: 520,000 ASF/ 2,260 beds</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arena Recreation Center</th>
<th>42,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>50,400</td>
<td></td>
</tr>
</tbody>
</table>

| Total                  | 696,285 |

---

*Phase 2*

- **Existing Buildings**
- **Proposed Buildings**
### Phase 3A: Long-term Phase 1 (7,500 - 15,000 students)

<table>
<thead>
<tr>
<th>Academic</th>
<th>ASF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 New Construction</td>
<td>25,740</td>
</tr>
<tr>
<td>2 New Construction</td>
<td>29,340</td>
</tr>
<tr>
<td>3 New Construction</td>
<td>46,980</td>
</tr>
<tr>
<td>4 New Construction</td>
<td>31,200</td>
</tr>
<tr>
<td>5 New Construction</td>
<td>15,600</td>
</tr>
<tr>
<td>6 New Construction</td>
<td>38,850</td>
</tr>
<tr>
<td>7 Renovation</td>
<td>9,360</td>
</tr>
<tr>
<td>8 New Construction</td>
<td>25,920</td>
</tr>
<tr>
<td>9 New Construction</td>
<td>18,540</td>
</tr>
<tr>
<td>Demolition</td>
<td>(1,679)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Housing</th>
<th>ASF</th>
<th>Beds</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 New Construction</td>
<td>201,825</td>
<td>878</td>
</tr>
<tr>
<td>14 New Construction</td>
<td>49,530</td>
<td>215</td>
</tr>
<tr>
<td>15 Recreation Field</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 West Access Road</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 West Quad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 Extended Santa Paula Street</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Phase 3A Total | 199,851 |
| Project Subtotal | 896,136 |
| Independent Projects | ASF |
| 10 OPC/Maintenance | 29,040 |
| 11 OPC/Maintenance | 20,640 |
| 12 Performing Arts Center | 46,800 |

| Phase 3A Total | 251,355 | 1,093 |
| Project Subtotal | 806,047 | 3,584 |

| Existing Buildings |
| Proposed Buildings |
### Phase 3B: Long-term Phase 2 (7,500 - 15,000 students)

<table>
<thead>
<tr>
<th>Academic</th>
<th>ASF</th>
<th>Housing</th>
<th>ASF</th>
<th>Beds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Renovation</td>
<td>3,600</td>
<td>11</td>
<td>New Construction</td>
</tr>
<tr>
<td>2</td>
<td>Renovation</td>
<td>10,080</td>
<td></td>
<td>New Quad</td>
</tr>
<tr>
<td></td>
<td>New Construction</td>
<td>14,520</td>
<td></td>
<td>13 Amphitheater</td>
</tr>
<tr>
<td>3</td>
<td>New Construction</td>
<td>10,680</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>New Construction</td>
<td>8,280</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>New Construction</td>
<td>22,320</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>New Construction</td>
<td>30,600</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>New Construction</td>
<td>21,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>New Construction</td>
<td>50,400</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>New Construction</td>
<td>31,320</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>New Construction</td>
<td>50,400</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demolition</td>
<td>(49,092)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Phase 3B Total | 204,108 | Phase 3B Total | 238,388 | 1,036 |
|                |         | Project Subtotal | 1,196,724 | Goal: 1,125,000 | 1,044,434 | Goal: 1,035,000 ASF/ 4,500 beds |

---

![Phase 3B Campus Map](image)
Alternate Vision Plan

An alternative plan is available for consideration if the University decides to partner with a professional (Single A or Double AA) baseball team and builds a baseball stadium in West Campus. If that occurs, a softball stadium and soccer stadium would also be built in West Campus, out of the flood plain of North Campus. Accommodating all three stadiums in West Campus requires a tightly orchestrated layout in the northern portion of West Campus, which limits pedestrian and vehicular movement on this part of campus, as well as limited open space opportunities. This alternate plan would also require further study of stormwater management on the campus, as a detention pond in West Campus cannot be accommodated.
Acknowledgements

This is placeholder test. Aliatur re is res sum in cuptam dis nus sunt Ro tem autecae essunt ma doluptam quid ut fugit magnimu sciiscipid quatum rat aspellestio quo dolorem neceati ipis dolo expelicia id modi soluptatium ent facea volupient esed eas apiendae. Diti nobite voluptatem exceaquam nis autet, seque nonesto to to qui blaborum escil id ut voluptatium fugit ad quo blaccab invelit, quiame solum ellati consequ atemquiae duscitatium volendebis nient moluptatquat et quam Bis dis evendig enditi nihiicto maximolore nobit restrum et as dolorescim sunderum que debis am, qui tempelenim aut voluptatius diatibusciat ad quodigni consero od quis secusandunto tessenissi debit, conseri atiatet occscil id ut voluptatium fugit ad quo blaccab invelit, quiame solum ellati consequ atemquiae duscitatium volendebis Bis dis evendig enditi nihiicto maximolore nobit restrum et as dolorescim sunderum que debis am, qui tempelenim aut voluptatius diatibusciat ad quodigni consero od quis secusandunto tessenissi debit, conseri atiatet occusa provid quatibusti velluptas nullorit fugita velluptam invendi quis evenihil molupta naturiariausa provid quatibusti velluptas nullorit fugita velluptam invendi quis evenihil molupta naturiaria voluptis num que litae cor aut magnis debitaq uiderum qui blamet volent esseque expliatur?